DOCUMENT RESUME

ED 269 142 PS 015 766

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TITLE The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten.
PUB DATE Jun 85
NOTE 47p.; Practicum Report, Nova University. Paper presented at the Annual Training Conference of the National Head Start Association (13th, Portland, OR, April 1-5, 1986).
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Improvement; *Kindergarten; Motivation; *Parent Participation; *Parent Workshops; Primary Education; *Teacher Workshops; Training
IDENTIFIERS *Continuity; *Project Head Start

ABSTRACT

The goal of this practicum was to continue parent classroom participation from Head Start to kindergarten. Questionnaire data indicated that, while 27 percent of parents volunteer regularly in Head Start, only 8 percent volunteer regularly in kindergarten. To increase parent participation in kindergarten, Head Start parents and kindergarten teachers attended workshops designed to train and motivate participants to work effectively together. Objectives of the practicum were met: Head Start parents and kindergarten teachers made a written commitment to increase parent participation in the kindergarten classroom. Appended are (1) the parents' questionnaire; (2) the kindergarten teachers' questionnaire; (3) a checklist of ways parents can participate in the kindergarten classroom; (4) a form assessing kindergarten teachers' intentions regarding parent participation; (5) a questionnaire for former Head Start parents with children currently in kindergarten; (6) findings; (7) suggestions for increasing parent participation in kindergarten; (8) and a school readiness checklist. (Author/RH)

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ED269142

The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten

Mary Ann Perez

Practicum Report

Submitted to the Center for the Advancement of Education of Nova University in Partial Fulfillment of the Requirements for the Degree of Masters of Science in Administration and Supervision

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Running Head: PARENT PARTICIPATION

June, 1985

Abstract

The Development and Implementation of a Program to Insure the Continuity of Parent Classroom Participation from Head Start to Kindergarten. Perez, Mary Ann, 1985: Practicum Report, Nova University, Center for the Advancement of Education Descriptors: Early Childhood Education/Parent Participation/Parent Teacher Cooperation/Developmental Continuity/Parent Involvement/Federal Programs/Parent School Relationship.

The author developed and implemented a program in which parent participation continues from the Head Start to the kindergarten classroom. Questionnaires were sent to kindergarten parents who had formerly participated in Head Start and kindergarten teachers. Documentation indicated that Head Start parents do not continue to actively participate in the classroom when their child enters kindergarten.

Workshop sessions were held for current Head Start parents and kindergarten teachers to motivate parents to continue their participation in kindergarten as well as Head Start. Both Head Start parents and kindergarten teachers made a written commitment to parent participation in the kindergarten classroom the following school year. Appendices include a checklist of ways parents can participate in the kindergarten classroom, suggestions for increasing parent participation in the kindergarten classroom, a Head Start to kindergarten form indicating ways parent participated as well as information about the child, and a school readiness checklist.

TABLE OF CONTENTS

CHAPTER		Page
I.	PURPOSE	1
	Background	1
	Problem	2
	Outcome Objectives	5
II.	RESEARCH	7
	Information Collection	7
	Solution Strategy	13
III.	METHOD	16
	Preparation for the Kindergarten Awareness Meeting	16
	The Kindergarten Awareness Meeting	17
	Preparation for the Parent Involvement Workshop	18
	The Parent Involvement Workshop	18
IV.	RESULTS	21
	Outcome Objective 1	21
	Outcome Objective 2	21
	Outcome Objective 3	22
V.	RECOMMENDATIONS	24
REFERENCES		27

APPENDICES

A: Former Head Start Parents with Children Currently in Kindergarten Questionnaire 28

B: Kindergarten Teacher's Questionnaire 30

C: Head Start Parents with Children Entering Kindergarten Checklist 31

D: Kindergarten Teachers' Evaluation 33

E: Former Head Start Parents with Children Currently in Kindergarten Questionnaire - Results 34

F: Kindergarten Teacher's Questionnaire Results 36

G: Head Start to Kindergarten Form 37

H: Suggestions for Increasing Parent Participation in Kindergarten 38

I: School Readiness Checklist 39

I. PURPOSE

Background

The practicum site is an elementary school district within a large metropolitan area. The district encompasses 14 square miles in a predominately lower/middle-class residential community.

The district closely matches the city-wide proportions of minority residents. The largest group is Hispanic with 16.5%.

According to the 1980 census, this area is considered a young family community with the average age of the residents being 29 years old. The number of people per home in this district is among the highest in the city. As is the national trend, most parents work outside the home.

The school district is growing and presently has a student population of 12,000 within 13 elementary schools and 3 junior high schools. Thirty-three kindergarten teachers service 1,463 students in two kindergarten sessions daily. Due to the low income of this community, 30% of the children receive free lunch at school.

A federally-funded Head Start program was set up in the district in 1978 to service its low income and handicapped preschoolers. Two classrooms for 40 children are housed in one of the elementary schools in the district. In September 1984, the program was expanded to serve 80 families. Two more classrooms for 40 additional children are housed at a second elementary

school in the district. This practicum writer has been the director of the program since its inception.

Parent involvement is a strong component of the Head Start program within the district. In accordance with federal guidelines, parents make decisions about the total Head Start program. Parents participate in activities they themselves developed. They work with their child at home in relation to school activities. They volunteer at school. Currently, parents of the 80 children enrolled volunteer approximately 300 hours per month. Approximately 90% of the service is in the classroom.

The Head Start program operates completely separately from the school district. There is no attempt to continue parent involvement into the public school kindergarten program.

Problem

The Head Start program is designed to encourage and promote parent involvement. Head Start facilitates parent participation in the classroom in many ways that are nonexistent in the district's kindergartens. This is illustrated in the following comparisons:

1. A Head Start teacher's work day of 6 hours includes 3 hours of teaching. Thirty of the 33 kindergarten teachers in the district teach two sessions per day with 1 hour and 50 minutes of prep time.

2. Each Head Start classroom of 20 children has a teacher and an assistant. No kindergarten classrooms of approximately 25 have paid aides.
3. When Head Start parents volunteer, they can bring younger children to school. Because kindergarten is more academic, younger children are usually excluded.
4. Head Start parents are provided free lunch if they volunteer in the classroom. Kindergarten children do not attend school during lunch time.
5. Head Start teachers often use the 3 hours without children to communicate with parents through home visits, conferences, telephone conversations, meetings, and newsletters. With the limited amount of prep time for two groups of children per day, kindergarten teachers are extremely limited in the time they can spend communicating with parents.
6. Head Start teachers link parents with social services such as for food or clothing. Kindergarten teachers are not directly responsible for social services to parents.
7. Head Start promotes parenting skills along with educating the child. Kindergarten promotes skills in children only.
8. Head Start parents can ride the school bus to school with their child. Kindergarten parents must provide their own transportation to school.

Although the support to enhance parental involvement contained in the Head Start program is unavailable in the kindergarten program, parents can continue to participate. Parents must become aware of how their participation in the kindergarten classroom is valued and needed by children and kindergarten teachers. Parents must be trained and encouraged.

A questionnaire was sent to former Head Start parents now in kindergarten to learn (a) if they are less involved in kindergarten than they were in Head Start, (b) why they are not as involved in kindergarten as in Head Start, (c) ways the schools or teachers can help parents be more involved.

The results indicated that Head Start parents are not involved in kindergarten. Former Head Start parents indicate the reasons for not participating in kindergarten were lack of time, younger children, employment, or unaware of the need. Suggestions to the school or kindergarten teachers to increase parent participation were all aimed at more communication with parents through notes, calls, and letters.

The practicum writer sent a questionnaire to every kindergarten teacher in the district to learn four things: (a) if parent involvement is desirable, (b) if ways to involve parents in the classroom were similar to Head Start, (c) how many parents volunteer regularly in the kindergarten classrooms, and (d) how many former Head Start parents volunteer in kindergarten. All 33 kindergarten teachers responded for the 63 classrooms.

The results indicate that:

1. Parent participation is not only desirable, but very much needed. Children could learn much more if another adult were available to provide assistance.
2. The ways parents are involved in the kindergarten classrooms are very similar to the ways parents are involved in the Head Start classrooms.
3. The average number of parents who volunteer in the kindergarten classrooms regularly is two.
4. Out of the 40 former Head Start families from last year, only two former Head Start parents volunteer regularly in the kindergarten.

There are fewer parents participating in kindergarten than in Head Start. While 27% of parents volunteer regularly in Head Start, only 8% volunteer regularly in kindergarten.

There was no attempt within the district to educate Head Start parents in ways to be involved in kindergarten. Kindergarten teachers were not informed of how parents were involved in Head Start or ways to increase parent involvement. A system was needed to develop continuity in parent involvement from Head Start to kindergarten.

Outcome Objectives

The goal of this practicum was to continue parent classroom participation from Head Start to kindergarten. To accomplish this goal, Head Start parents and kindergarten teachers attended

workshops for training and motivation to effectively work together.

The outcome objectives were:

1. By May 1985, 90% of Head Start parents (not employed outside the home) attending the Kindergarten Awareness meeting will indicate on a checklist that they will participate in their child's kindergarten classroom the following school year. (See Appendix C.)
2. By May 1985, 90% of kindergarten teachers attending the Parent Involvement Workshop will indicate on an evaluation form their use of the parent involvement section on the Head Start to Kindergarten Form. (See Appendix D.)
3. By May 1985, 90% of kindergarten teachers attending the Parent Involvement Workshop will indicate their commitment to increase parent participation in their classrooms the following school year. (See Appendix D.)

II. RESEARCH

Information Collection

In developing and implementing a program to insure the continuity of classroom participation from Head Start to kindergarten, it was important to learn if the Head Start program is successful. It was necessary to research what has been done nationwide to develop continuity between Head Start and the public schools, particularly in the area of parent involvement. It was necessary to research parent involvement strategies in general that may fit the kindergarten program within the district. A computer search was conducted by this practicum writer to research information in these areas. To develop a sharper focus on a solution strategy, it was necessary to personally and informally gather information from local administrators of parent involvement methods as well as from parents and kindergarten teachers who are directly involved.

High/Scope Educational Research Foundation of Ypsilanti, Michigan, recently completed a survey of 123 youngsters from preschool age to age 19. It compares disadvantaged children who attended Head Start and those that had no preschool. Those that attended Head Start repeated fewer grades, required fewer special classes, were more successful in high school, and were more likely to attend college and job training classes. They were more often employed and self-supporting. They record a lower rate of crime, welfare usage, and teenage pregnancy. The

economic benefits greatly outweigh the program's cost to society. Dr. David Weikart, director of the project, believes parent involvement was crucial to the project's success.

According to Dittman (1978), the gains made in Head Start sometimes do not last because schools do not provide continuity in the following areas. Schools are not accustomed to having parents work with teachers in the classroom. Parents are often not regarded as the primary teachers of their children. Instead, parents are often discouraged. At school, parents are often only given routine, menial tasks. Parents may not feel welcome and often come only for conferences when their child misbehaves or is not progressing.

Project Development Continuity (PDC) was initiated by the Administration of Children, Youth and Families in 1974. It was the first large-scale demonstration project whose purpose was to stimulate the development and implementation of comprehensive programs linking Head Start centers with local elementary schools in 13 sites distributed across the nation. The children in the project are from Head Start through the third grade. A control group was established. All the sites were required to address all the components of Head Start which include health services, social services, education, and parent involvement.

The results in the area of parent involvement within Project Developmental Continuity showed a positive impact on both parents and teachers. PDC parents were more involved in their

child's education than was the control group. They observed and visited the classrooms more, even without an invitation from the teacher. It was a new experience for PDC teachers to recruit parents, but they succeeded. PDC teachers developed a more positive attitude toward parent involvement than non-PDC teachers. PDC teachers were effective in helping parents see that parents can contribute to their child's education. PDC teachers saw a change in things that parents did in the classroom. Parents moved into roles of active participation.

A prerequisite for parent involvement by teachers is the frame of mind in which they view parents. According to Herbert J. Walberg, Research Professor of Urban Education at the University of Illinois, "through the formative years until the end of high school, parents normally control 87% of a student's waking time." He goes on to state that home and school cooperative partnerships can dramatically raise educational productivity. If teachers really believe that parents are the primary educators of children, methods for involving parents can be highly successful.

Cervone and O'Leary (1982) believe parent involvement follows a passive-active continuum. Parents can progress from activities in which they are a passive receiver of information to activities in which they are an active educational partner. According to Cervone and O'Leary, in developing a parent involvement program, one must first consider a wide range of activities. Not all parents can be active partners in their child's

education. Cultural and language barriers, family situations, or economic conditions may keep some parents from ever being more than passive recipients of information. Second, teachers must consider how they are going to move parents from passive to active participation. They must get parents interested and prepared to participate. Third, teachers must decide just how much parent involvement they are comfortable with. If they are new at the process, they must figure out how they themselves will move along the continuum.

There are specific ways to involve parents in the classroom. Some require planning, preparation, and much follow through. When one considers kindergarten teachers' daily work schedule, the time that can be devoted to parent involvement is limited. It was necessary for this practicum writer to research strategies that are not time-consuming but effective.

Harris (1978), a kindergarten teacher, feels most parents are interested and want to be involved in their child's education. He feels parent involvement has had a very positive effect on his students' attitude toward school. He believes it is the teacher's responsibility for developing a positive relationship with parents. Harris begins involving parents in the spring preceding the kindergarten year. He provides information as well as listens to parents. Harris calls one home every day, sends "Happy Face Awards," and sends parents a classroom newsletter. His most successful project for parent involvement is "Kid-Of-The-Month".

Children are picked randomly. Not only is the child recognized, but the child's parents, also. Parents are invited to come and share information about themselves, their work, hobbies, life experiences, etc. Sometimes pictures are taken. More than 90% of the parents of Harris' students come to school with their child for this event and others.

Scordato (personal communication, March 13, 1985), a teacher in this school district, received the Gold Bell Award for Excellence in Educational Programming. She was the first-place winner in the state for the primary grades. Scordato developed a program in which parents teach. She is a third-grade teacher who definitely believes parents are vitally important. She trains parents on how to teach. She says parents do not feel threatened because she explains what needs to be done (skill), why it is necessary, and specifically how to do it within a specific time frame. Her training classes for parents are set up at the parents' convenience. She even enlists babysitters and grandparents if necessary. This teacher says, "the parents and I come to an agreement. The children need both of us as their teachers to gain in skills, confidence, and positive attitudes. Together, we would bridge home and school as one unit of learning." Scordato especially sees the benefits of a parent in the classroom whose child is not functioning as he or she should. The parents see their child in relation to other children. The parents learn how they can teach their child. All parents want

to learn how to teach their child. Very few are unable to do so. Scordato gives them the skills, encouragement, and confidence that makes parents succeed.

A principal in the district is highly successful with parents mainly because he gets involved in the activities along with parents. Prior to school he participates in orientation week with kindergarten parents. He sends many notes to parents and even makes home visits. He lets parents know that if the children are going to learn, the school needs help from parents.

Two kindergarten teachers in the district shared their problems and methods to involve parents in their classrooms. The two main problems in involving parents at school are that many are working or have young children. These teachers allow parents to bring 4- or 5-year-olds when parents come to school. The district's spring meeting with prospective parents the following year does not involve a lot of parents. Parents do not get a personal invitation. They must bring their child on the first day of school and 95% come at that time. During this first visit, these teachers try to get parents to commit themselves to coming one day a week and helping in the classroom. These teachers do not feel they have the time to follow up or call on parents individually to come to school.

This practicum writer asked five parents that are regularly involved in the kindergarten what the teacher did to encourage them to come. Some of their responses were, "She made me feel

important." "She reminded me of my day to come." "I know what to do in her room." "These teachers need help!"

Solution Strategy

Besides this practicum writer (Head Start director) all former Head Start parents (40), current Head Start parents (80), and kindergarten teachers (33) needed to become involved. Individuals such as the district's kindergarten coordinator and those with expertise in the area of parent involvement were included.

According to the parent survey (see Appendix E) former Head Start parents indicated that although they volunteered 6 to 7 hours a month in Head Start, time volunteered in kindergarten per month is less than 1 hour.

The solution selected to resolve the problem of lack of parent classroom participation from Head Start to kindergarten included workshop sessions for parents and kindergarten teachers.

A Kindergarten Awareness meeting was held in April to acquaint Head Start parents with participation procedures for kindergarten classrooms. It was conducted by two kindergarten teachers. The following information was shared by this practicum writer with the two kindergarten teachers prior to their presentation:

1. Parents are the primary educators of children (Wallberg, 1984).

2. A wide range of activities for parents in the classrooms must be considered (Cervone & O'Leary, 1982).

A Parent Involvement workshop was held in May to acquaint kindergarten teachers on how parents are involved in Head Start and how classroom participation by parents can be increased in kindergarten. It was conducted by this practicum writer. The following information was incorporated into this author's presentation:

1. Survey on the success of Head Start (Chaille, Barnes, Bessel-Browne, & Quigley, 1984).
2. Parent Involvement in Project Development Continuity (High/Scope Educational Research Foundation, 1980).
3. Parents are the primary educators of children (Wallberg, 1984).
4. Parent Involvement follows a passive-active continuum (Cervone & O'Leary, 1982).
5. A wide range of activities for parents in the classroom must be considered (Cervone & O'Leary, 1982).
6. A success with parent participation within the district by a teacher (personal communication, Scordato, 1985).
7. Problems with parent participation that kindergarten teachers shared.
8. Quotes from parents that are regularly involved in kindergarten.

It was necessary to do the actual implementation during this school year with current Head Start parents as the Head Start program is concluding. Preparations were made for the kindergarten program the next school year. The actual results of parent participation by Head Start parents in the kindergarten classrooms for the next school year will be based on the commitment made by parents and kindergarten teachers this school year. Follow-up on the results of former Head Start parent participation the following school year will be necessary.

III. METHOD

Encouragement and motivation to continue parent participation from Head Start to kindergarten took place at the Kindergarten Awareness Meeting for parents and the Parent Involvement Workshop for kindergarten teachers.

Preparation for the Kindergarten Awareness Meeting

To encourage Head Start parents to actively participate in kindergarten classrooms required the help of kindergarten teachers who know their program and the role parents can play in it. As part of the information collection from kindergarten teachers on their parent participation, this practicum writer visited each kindergarten teacher. Two kindergarten teachers expressed a genuine interest in helping to increase parent participation in kindergarten. They were very effective in getting parents to participate in their classrooms. They volunteered to lead the Kindergarten Awareness meeting for Head Start parents.

Prior to the Kindergarten Awareness Meeting, this practicum writer and the two kindergarten teachers discussed the agenda. The following were suggested:

1. View Head Start parents as valuable resources.
2. Emphasize the rewards of parent participation for the children as well as the parents.
3. Explain the kindergarten daily schedule.

4. Present a list of ways parents can be involved in the kindergarten classroom.
5. Allow time for questions.

The presenters developed a thorough list of ways parents can be involved in kindergarten. This list became part of the Head Start Parents with Children Entering Kindergarten Checklist (see Appendix C).

This practicum writer arranged that the Kindergarten Awareness Meeting was held in conjunction with the monthly Head Start parent meeting for April. All parents received a letter encouraging them to come. Head Start teachers personally invited parents to attend the meeting when parents visited the classrooms or by telephone.

The Kindergarten Awareness Meeting

Thirty-six parents of the 80 Head Start families attended the meeting. The teacher presenters explained their daily schedule in the kindergarten classroom and listed all the ways parents could be involved. They explained the benefits of parent participation to children and parents and emphasized the need of teachers for parent participation. Parents asked questions and teachers responded. For example, a Head Start parent said that at the beginning of the school year the kindergarten teacher did not want her (the parent) in the classroom. The presenters suggested that at that time the parent request another classroom for their child.

At the end of the Kindergarten Awareness Meeting, parents completed the Head Start Parents with Children Entering Kindergarten Checklist (see Appendix C).

Preparation for the Parent Involvement Workshop

As background, the first questionnaire sent to kindergarten teachers indicated ways parents are involved in Head Start. This list prepared kindergarten teachers for greater understanding of Head Start's parent involvement. This practicum writer visited each kindergarten teacher for information and personal contact.

The district's kindergarten coordinator was informed of the practicum's goal. She agreed to set up a meeting for all kindergarten teachers after school but still during working hours.

This author inquired concerning kindergarten parents riding the school bus. The transportation supervisor indicated that if kindergarten parents sign a waiver, they can ride the school bus. This information was shared with kindergarten teachers.

The Parent Involvement Workshop

Sixteen of the 33 kindergarten teachers attended.

Agenda

I. Introduction by Presenter (practicum writer)

II. Explanation of Head Start

   A. Purpose

   B. Parent Involvement Component

   C. History of Head Start within the district

D. National results of Head Start from High/Scope Educational Research Foundation

E. How Head Start facilitates parent participation

III. Research on Parent Participation

A. Cervone and O'Leary

B. Scordato

IV. Results of Post Questionnaires

A. Appendix E

B. Appendix F

V. Results of Kindergarten Awareness Meeting

A. Kindergarten teachers' presentation

B. Head Start Parents with Children Entering Kindergarten Checklist (provide copies) (see Appendix C)

VI. Explanation of Head Start to Kindergarten Form (Appendix G)

A. Display on an overhead projector

B. Show parts dealing with child's participation and part dealing with parent's participation

VII. Explanation and Distribution of Suggestions for Kindergarten Teachers to Increase Parent Participation (see Appendix H)

VIII. Sharing

A. Ways kindergarten teachers are successful at getting parent participation in their classrooms

B. Problems with parent participation in their classrooms

IX. Offering assistance and possibility of future sharing of parent involvement strategies next year

X. Distribution and collection of Kindergarten Teachers' Evaluation (see Appendix D)

IV. RESULTS

Outcome Objective 1

By May 1985, 90% of Head Start parents (not employed outside the home) attending the Kindergarten Awareness meeting will indicate on a checklist that they will participate in their child's kindergarten classroom the following school year.

Results. Of the 36 parents attending the Kindergarten Awareness Meeting on April 11, 1985, 20 parents do not work outside the home. All 20 plus 4 working parents indicated on the Head Start Parent with Children Entering Kindergarten Checklist that they will participate in their child's kindergarten classroom the following school year. This exceeded the outcome objective.

Parents were enthusiastic about participating in the kindergarten classroom.

The two kindergarten teachers gained a greater understanding of Head Start and its parent involvement component.

The Head Start Parents with Children Entering Kindergarten Checklist needed to be available in Spanish.

Outcome Objective 2

By May 1985, 90% of kindergarten teachers attending the Parent Involvement Workshop will indicate on an evaluation form their use of the parent involvement section on the Head Start to Kindergarten Form.

Results. Of the 16 kindergarten teachers attending the Parent Involvement Workshop on May 8, 1985, 14 (or 87.9%) indicated on the Kindergarten Teacher's Evaluation form their use of the parent involvement section on the Head Start to Kindergarten form. The outcome objective was met to the nearest teacher.

Outcome Objective 3

By May 1985, 90% of kindergarten teachers attending the Parent Involvement Workshop will indicate their commitment to increase parent participation in their classrooms the following school year.

Results. Of the 16 kindergarten teachers attending the Parent Involvement Workshop on May 8, 1985, 14 (or 87.9%) indicated on the Kindergarten Teacher's Evaluation Form their commitment to increase parent participation in their classrooms the following school year. The outcome object was met to the nearest teacher.

Kindergarten teachers are anxious to have Head Start children and their parents in their classrooms. Kindergarten teachers indicated that the Head Start to Kindergarten form will be helpful because they will then know which parents they can call on for help. Kindergarten teachers listed many new methods they would use to get parents involved. Kindergarten teachers requested additional copies of the Suggestions for Increasing Parent Involvement in Kindergarten and the Head Start

Parents with Children Entering Kindergarten Checklist (see Appendices H and C).

If the following problems had not existed, this practicum writer feels that the Parent Involvement Workshop would have been more effective:

1. Other matters of business were included in the meeting with the kindergarten teachers just prior to the Parent Involvement Workshop. If necessary, it should have followed the workshop.
2. Time for the workshop was limited (½ hour). Not enough time for sharing was available, especially from the two kindergarten teachers who presented the Kindergarten Awareness Meeting for parents.
3. Presenting new ideas and asking for a commitment to change from kindergarten teachers in May was not as effective as it would be in August or September.
4. The Parent Involvement Workshop was not mandatory.

V. RECOMMENDATIONS

This practicum technically ends with a commitment on the part of Head Start parents and kindergarten teachers to improve parent involvement in kindergarten.

However, this practicum writer will monitor former Head Start' parents' actual participation in kindergarten. In September 1985, a questionnaire will be sent to kindergarten teachers who have former Head Start children in their classrooms. These teachers will be asked how the child's parents are involved in kindergarten.

Encouraging participation in the kindergarten classrooms will be incorporated into the following ways Head Start children are currently prepared for kindergarten:

1. On the last home visit in the spring, Head Start teachers explain and give Head Start parents the Kindergarten Readiness Checklist (see Appendix I).
2. Head Start children visit kindergarten classrooms.
3. Head Start parents see a film, "Getting Ready for Kindergarten", provided by the district.
4. Booklets provided by the district are given to Head Start parents with activities to do at home to prepare children for kindergarten.

The assistant superintendent of educational services in this school district directly oversees the Head Start program. He is aware of the benefit of parent involvement within Head Start and

will assist in its continuity into kindergarten. This author will present a summary of this practicum to him for possible in-service district wide.

This practicum writer will provide support services to kindergarten teachers on methods to involve parents in the classroom. This author will also be available to provide assistance and this practicum information to all grade levels within the district.

The problem of parental continuity from Head Start or any preschool program to a public school kindergarten program is not unique to this district. Other school districts could utilize this information.

This practicum writer plans to present workshops on program continuity. The development, implementation, and results of this practicum will be shared with parents and teachers within the following organizations:

1. The Head Start grantee: the funding agent for the nine Head Start programs city-wide of which this program is a part
2. Valley Association for the Education of Young Children (VAEYC)
3. The State Department of Education
4. The National Association for the Education of Young Children (NAEYC)

5. The Association for Directors and Parents Together (ADAPT): Regional Head Start Organization
6. The National Head Start conference.

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APPENDIX A

FORMER HEAD START PARENTS WITH CHILDREN CURRENTLY IN KINDERGARTEN QUESTIONNAIRE

Please check below for both Head Start (H.S.) and kindergarten (K) the ways listed that you were/are involved.

H.S.	K.		
____	____	1.	Preparing learning materials or bulletin boards.
____	____	2.	Teaching individual children or a small group.
____	____	3.	Reading a book to children.
____	____	4.	Helping with snack or lunch.
____	____	5.	Cleaning up the room.
____	____	6.	Supervising children on the playground.
____	____	7.	Attending conferences concerning your child's education.
____	____	8.	Attending monthly parent meetings.
____	____	9.	Attending parent training sessions.
____	____	10.	Participating in fundraisers.
____	____	11.	Attending school functions in which your child participates.

Please circle below the number of hours per month spent volunteering with Head Start.

0 1 2 3 4 5 6 7 8 9 10 hours

Please circle below the number of hours per month spent volunteering with kindergarten.

0 1 2 3 4 5 6 7 8 9 10 hours

IMPORTANT

If you were involved less in kindergarten than in Head Start, please answer the following questions.

1. How would you like schools to involve parents more in kindergarten?

2. What can kindergarten teachers do to help parents to be involved?

3. Why were you involved less in kindergarten than in Head Start?

APPENDIX B

KINDERGARTEN TEACHERS' QUESTIONNAIRE

Parents are involved in Head Start at school in the following ways. Please circle the numbers that indicate ways you would like your kindergarten parents to be involved.

1. Preparing learning materials or bulletin boards.
2. Teaching individual children or a small group.
3. Reading a book to children.
4. Helping with snack or lunch.
5. Cleaning up the room.
6. Supervising children on the playground.
7. Attending conferences concerning their child's education.
8. Attending monthly parent meetings.
9. Attending parent training sessions.
10. Participating in fund raisers.
11. Attending school functions in which their child participates.

_____ How many parents from your kindergarten class are involved at school?

_____ How many were former Head Start parents?

Please list any additional ways you would like parents to be involved at school.

_____

_____

_____

Comments:

_____

_____

_____

Please return to Head Start/Spitalny in the pony by Feb. 1, 1985.

_____

Signature (optional)

APPENDIX C

HEAD START PARENTS WITH CHILDREN ENTERING KINDERGARTEN CHECKLIST

By _____

Name

The more individualized attention we can give to our kindergarten children and their learning experiences, the greater their successes will be.

Your role as a parent helper is a very important one. A parent helper is many things: an extra pair of hands, an extra measure of personal warmth, a bridge between the school and the home.

___ Yes, I will participate in my child's kindergarten classroom next year.

___ No, I will not participate in my child's kindergarten classroom next year.

Here are some classroom activities. Please check the ones you would like to do in kindergarten.

_____ 1. Preparing learning materials.

_____ 2. Helping with bulletin boards.

_____ 3. Teaching individual children or a small group.

_____ 4. Telling or reading a story.

_____ 5. Supervising general play--outside or inside.

_____ 6. Supervising easel painting-stirring, filling can or general wipe up.

_____ 7. Supervising cut and paste activities.

_____ 8. Cooking-mixing, measuring, forming, baking.

_____ 9. Playing table games with a small group.

_____ 10. Playing with play dough.

_____ 11. Sharing a personal hobby.

_____ 12. Helping at the woodworking table.

_____ 13. Sorting supplies, toys, papers, books, etc.

_____ 14. Helping at holiday parties.

_____ 15. Being a listener, friend, and "go-for..."

_____ 16. Helping with name writing, letter formation or number counting.

_____ 17. Doing clerical work-xeroxing, stapling, etc.

APPENDIX D

KINDERGARTEN TEACHERS' EVALUATION

A. How do you plan to use the HEAD START TO KINDERGARTEN form regarding parent involvement?

_____

_____

_____

B. Do you plan to increase parent participation in your classroom next year? _____

C. What new method do you plan to employ to get parents involved? List.

_____

_____

_____

_____

_____

_____

_____

_____

Name

_____

School

APPENDIX E

FORMER HEAD START PARENTS WITH CHILDREN CURRENTLY IN KINDERGARTEN QUESTIONNAIRE

RESULTS

Please check below for both Head Start (H.S.) and kindergarten (K) the ways listed that you were/are involved.

H.S.	K.	
7	3	1. Preparing learning materials or bulletin boards.
9	2	2. Teaching individual children or a small group.
4	2	3. Reading a book to children.
11	1	4. Helping with snack or lunch.
9	1	5. Cleaning up the room.
9	2	6. Supervising children on the playground.
12	11	7. Attending conferences concerning your child's education.
10	2	8. Attending monthly parent meetings.
7	0	9. Attending parent training sessions.
11	7	10. Participating in fundraisers.
12	10	11. Attending school functions in which your child participates.

Please circle below the number of hours per month spent volunteering with Head Start.

0 1 2 3 4 5 (6) (7) 8 9 10 hours

(average)

Please circle below the number of hours per month spent volunteering with kindergarten.

0 (1) 2 3 4 5 6 7 8 9 10 hours

(average)

IMPORTANT

If you were involved less in kindergarten than in Head Start, please answer the following questions.

1. How would you like schools to involve parents more in kindergarten? Make parents feel like their input is worth something. Listen to what parents know about their child. Utilize parents that know how to do something. Have an open house one evening in September or a movie that stresses the importance of helping at school.

2. What can kindergarten teachers do to help parents to be involved?

Send notes. At parent/teacher conferences, let parents know how they can help. Let parents know the subject or theme of the week or month.

3. Why were you involved less in kindergarten than in Head Start?

Working, babysitting, caring for younger children, not needed.

APPENDIX F

CARTWRIGHT HEAD START

3201 N. 46th DRIVE
PHOENIX, ARIZONA 85031
(602) 272-6228

KINDERGARTEN TEACHERS' QUESTIONNAIRE RESULTS

Parents are involved in Head Start at school in the following ways. Please circle the numbers that indicate ways you would like your kindergarten parents to be involved.

1. Preparing learning materials or bulletin boards.
*2. Teaching individual children or a small group.
3. Reading a book to children.
4. Helping with snack or lunch.
5. Cleaning up the room.
6. Supervising children on the playground.
7. Attending conferences concerning their child's education.
8. Attending monthly parent meetings.
9. Attending parent training sessions.
10. Participating in fund raisers.
11. Attending school functions in which their child participates.

_____ How many parents from your kindergarten class are involved at school? Average of 2

_____ How many were former Head Start parents? 2

Please list any additional ways you would like parents to be involved at school.

Use of duplicating equipment such as a Xerox machine.

Comments:

I see a positive difference in those children that have had Head Start. I have a problem with those parents that say they will come to school to help and don't show up.

Please return to Head Start/Spitalny in the pony by Feb. 1, 1985.

_____
Signature (optional)

* All were circled, but the main concern of kindergarten teachers were the top 5, especially #2.

APPENDIX G

CARTWRIGHT HEAD START

3201 N. 46th DRIVE
PHOENIX, ARIZONA 85031
(602) 272-6228

HEAD START TO KINDERGARTEN

Child's Name SAMPLE

Address _____

Entry Date _____ Number of months in Head Start _____

Skills:

Co-operates and plays with others
Displays independence
Draws recognizable objects
Names colors and shapes
Recognizes numbers to ____
Recognizes first and last name
Recognizes familiar words
Tells phone number
Tells address
Tells birthday

Health:

Allergic to chocolate
Frequent ear infections

Special Information:

Speech -
Parents very co-operative

Certified with Southwest Human Development
Ginger Ward, Co-ordinator
3008 N. 3rd St., #302
266-5976

Parents were involved in Head Start in the following ways:

____ 1. Preparing learning materials or bulletin boards.
__x__ 2. Teaching individual children or a small group.
__x__ 3. Reading a book to children.
__x__ 4. Helping with snack or lunch.
__x__ 5. Cleaning up the room.
____ 6. Supervising children on the playground.
__x__ 7. Attending conferences concerning their child's education.
__x__ 8. Attending monthly parent meetings.
____ 9. Attending parent training sessions.
__x__ 10. Participating in fund raisers.
__x__ 11. Attending school functions in which their child participates.

APPENDIX H

CARTWRIGHT HEAD START

3201 N. 46th DRIVE
PHOENIX, ARIZONA 85031
(602) 272-6228

SUGGESTIONS FOR INCREASING PARENT PARTICIPATION IN KINDERGARTEN

I. BEFORE SCHOOL STARTS: Start working on parent participation before school starts.

1. Plan how you want parents to participate and how you will communicate this to parents.
2. Develop a checklist of ways parents can participate to distribute at your first meeting with parents.
3. If your first meeting with parents will be the first day of school when they bring their child, call and personally invite each parent and child.

II. FIRST MEETING WITH PARENTS: Your first meeting with parents is crucial. You can set the groundwork for parent participation.

1. Make this first meeting an interesting, fun time.
2. Provide refreshments if possible.
3. Make a sign, "Kindergarten Is For Parents, Too".
4. Have a specific plan in mind for orienting parents not only on what their child will learn and do, but how parents can be a part of it.
5. Listen to parents, especially, when they talk about their child.
6. See parents as an important resource.
7. Stress your need for their help.
8. Make a sign-up sheet and ask parents to make a committment to come atleast one day a week.
9. Display "Very Important Parents" with the names under the day of the week that parents said they would volunteer.

III. FOLLOW-UP: Follow-up on those parents that have made a committment to come.

1. If necessary, allow time for specific instruction to individual parents on their first volunteering day.
2. If parents don't come on their designated day, call if possible or send a note such as, "We missed you today. Hope to see you next Tuesday."
3. Definitely call when parents don't come for two weeks in a row on their designated day.
4. If parents come, sincerely praise and let them know how helpful they were.
5. Keep all parents informed on what's happening in the classroom. Xerox handwritten newsletters.
6. Include in the newsletter children's names and names of parents that are involved in the classroom. Let all parents know who is helping in the classroom.
7. Include in the newsletter how they can help at school and at home.
8. Ask for donated items such as egg cartons or toilet paper rolls even if you don't need a lot. It makes parents feel they are contributing.
9. Ask for help with specific projects.
10. Ask for notes or calls from parents.
11. Send personal notes as often as possible for students' good as well as bad behavior.

APPENDIX I

School Readiness Checklist

CARTWRIGHT SCHOOL DISTRICT
EDUCATIONAL SERVICES

SCHOOL READINESS CHECKLIST

Child's Name: _____

	YES	NO
Can strangers easily understand your child's speech?	___	___
Will your child talk with or to an unfamiliar adult in your home?	___	___
Can Your Child:		
Draw and color beyond a simple scribble?	___	___
Tie a knot or fasten shoes?	___	___
Zip or button a coat?	___	___
Use a knife for spreading jam or butter, etc?	___	___
Walk backward for a distance of 5 to 6 feet?	___	___
Stand on one foot for 5 to 10 seconds?	___	___
Alternate feet walking down stairs?	___	___
Walk a straight line?	___	___
Take care of his toilet needs by himself?	___	___
Travel alone in neighborhood to friend's home, school, playground, etc. (2 blocks or so)?	___	___
Cross a residential street safely?	___	___
Be away from you 2-3 hours without being upset?	___	___
Play and share toys with other children for 15-20 minutes without difficulty or needing adult help or intervention?	___	___

Can Your Child:

	YES	NO
Repeat a series of 4 numbers without practice such as, "say after me, 6-1-4-9"?	___	___
Repeat a sentence of 8 to 10 words after hearing it once? (Ex: The big black dog chased the cat up the tree.)	___	___
Remember instructions and carry out 2-3 simple tasks in the home? (Ex: Feed the cat, hang up your coat, and bring me the _____.)?	___	___
Pay attention to a short story when it is read and answer simple questions about it?	___	___
Count to 10 in correct sequence?	___	___
Arrange or identify sets of objects up to 5?	___	___
Supply the last word to all of the following statements: A fire is hot; and ice cube is _____. An airplane goes fast; a turtle goes ____. Sally is a girl; Tom is a _____.	___	___
Put together a puzzle of 3 to 6 pieces?	___	___
Catch a large ball on a bounce?	___	___
Demonstrate coordinate hand movements, such as stacking blocks, winding toys, etc?	___	___

Can Your Child Tell You:

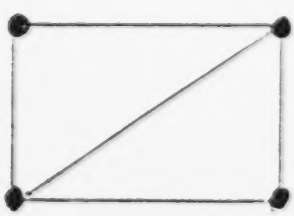
How many feet a dog has?	___	___
What a key is for?	___	___
Which goes faster, a bicycle or a motorcycle.	___	___
What his eyes are used for?	___	___
The names of the colors in a box of 8 crayons?	___	___
Tell in what way a sweater, shoes and a hat are the same (or corn, peas, spinach, etc.)?	___	___

Does Your Child:

	YES	NO
Choose to look at story books as a way of entertaining himself?	___	___
Recognize his name in print?	___	___
Know his full name and parents full name?	___	___
Use scissors and paste at home?	___	___
Go to bed at a regular time with 9-10 hours of sleep?	___	___
Has your child had any preschool or nursery experience?	___	___

Please ask your child to complete this figure:

Please ask your child to copy this drawing in the space next to it:



ED.S.
AW:ms 3/82